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ABSTRACT

An evaluation was conducted of the first year of a 3-year program at two elementary schools in New York City, Transitional Intervention Project (Project TIP), designed to provide support services to predominantly Latino students of limited English proficiency (LEP). The project proposed to offer an instructional component with instruction in English as a Second Language (ESL), Native Language Arts (NLA) in Spanish, and bilingual content areas; a computer center at both sites with software designed to improve English and native language skills; teachers and educational assistants the opportunity to enroll in university level courses in bilingual and ESL education; staff development to acquaint teachers and staff with new instructional techniques and changes in curriculum and language development programs; and a parental component with workshops, parent-teacher conferences, and a lending library. During the 1991-92 school year, the project enrolled 159 male and 137 female Spanish kindergarten through sixth grade students. Project TIP was not fully implemented due to the uncertainty created by the district reorganization and closing down of one project school. The objectives for ESL and staff development were not met. Data needed to evaluate the NLA, content area subjects, and self-concept objectives were not supplied. Although parent involvement activities were fully implemented, parent attendance at these activities was not sufficient to meet the parent involvement objective. Project attendance was higher than the mainstream rate. Recommendations for program improvement are suggested. An appendix describes data collection and analysis. (RLC)

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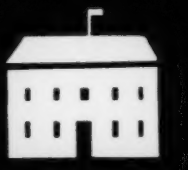

OREA Report

E.S.E.A. Title VII Evaluation Profile
Transitional Intervention Project
(Project TIP)
Community School District 10, Bronx
Grant Number: T003A10021
1991-92

FINAL EVALUATION PROFILE

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FOREWORD

The body of this report is preceded by an Extract which presents an overview of salient points of the project: funding cycle; enrollment figures; background of students served; admission criteria; and programming features, strengths, and limitations, including the outcome of all objectives. The extract also presents the conclusions drawn by the Office of Research, Evaluation, and Assessment (OREA) about the program and its recommendations for program improvement.

The extract is followed by the body of the report, titled Program Assessment. This includes such information as staffing, program implementation, and outcome and implementation objectives. Instructional objectives are presented first, followed by noninstructional objectives. The report then addresses those aspects of programming mandated by Title VII regulations that do not have specifically stated objectives. This may be information on attendance and dropout rate, grade retention, mainstreaming, referrals out of the program to meet special needs of the students, and withdrawals. A case history concludes the report.

Data for this profile were collected and analyzed using a variety of procedures, which are described in Appendix A following the text.

Office of Research, Evaluation, and Assessment
New York City Public Schools

E.S.E.A. Title VII Evaluation Profile

Transitional Intervention Project
(Project TIP)

Community School District 10, Bronx
Grant Number: T003A10021
1991-92

EXTRACT

PROJECT DIRECTOR: Margery R. Falk

FUNDING CYCLE: Year 1 of 3

SITES

School	Grade levels	Enrollment*
P.S. 85	K-6	193
P.S. 261	K-6	103

*The project enrolled 296 students. Male students numbered 159, female 137.

STUDENT BACKGROUND

Native Language	Number of Students
Spanish	296

Countries of Origin	Number of Students
United States	129
Dominican Republic	85
Puerto Rico	37
Mexico	20
Honduras	7
El Salvador	3
Other Spanish-speaking countries	4
Not reported	11

MEDIAN YEARS OF EDUCATION IN NATIVE COUNTRY: 2.0; in the United States: 3.0

Percentage of Students Eligible for Free Lunch Program: 95.6

ADMISSION CRITERIA

Project TIP provided services to students who scored at or below the 40th percentile on the Language Assessment Battery (LAB) and were thus classified as being of limited English proficiency (LEP). The project also took into account recommendations by teachers, guidance personnel, and parents.

PROGRAMMING

Design Features

Project TIP was designed to provide support services to a large population of LEP students who were predominantly Latino. The instructional component included English as a Second Language (E.S.L); Native Language Arts (N.L.A.) in Spanish; and the bilingual content areas of mathematics, science, and social studies. The project also planned to establish a computer center at each site to provide software designed to improve English and native language skills. Project TIP offered teachers and educational assistants the opportunity to enroll in university level courses in bilingual and E.S.L education to enhance their teaching skills, thus enabling them to deliver services more effectively to the culturally diverse student body. Staff development was designed to acquaint teachers and other staff with new instructional techniques and changes in curriculum and language development programs. The parental component included workshops and parent-teacher conferences, and the project established a lending library at P.S. 85 for parents to increase their involvement in school and community activities.

Capacity Building. According to the project director, it was not possible to determine future funding or programming as Community School District (C.S.D.) 10 was in the process of reorganization during this first year of Project TIP.

Strengths and Limitations

The reorganization of C.S.D. 10 and the closing of one of its two sites somewhat interfered with programming and the collection of data necessary for the evaluation of the project.

CONCLUSIONS AND RECOMMENDATIONS

Project TIP was not fully implemented in its first year because of the uncertainty created by the district reorganization and the closing down of P.S. 261.

The project's E.S.L. objective, that 65 percent of the participants would improve their LAB scores, was not met. The project director reported that many project students had recently arrived from Central America and began the project with very low basic language and conceptual skills. The E.S.L. objective was not met, and the project director planned intensive staff development in this area as well as a system of individual tutoring. Due to the reorganization of the district, the project's staff development objective could not be met. The project did not supply the data necessary to evaluate the N.L.A., content area subjects, and self-concept objectives. Although parent involvement activities were fully implemented, parent attendance at these activities was not sufficient to meet the parent involvement objective. Although the project did not have a specific attendance objective, project students' attendance at P.S. 85 was higher than the mainstream rate.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- Provide required data so that all objectives can be assessed.
- Provide more intensive instruction in E.S.L. so as to make it possible for a higher proportion of students to show gains on the LAB.
- Encourage staff to enroll in college courses.
- Encourage parental involvement.

PROGRAM ASSESSMENT

STAFFING

Title VII Staff (Total: 2)

Title	Degree	Language Competencies	Title VII Funding
Resource Specialist	M.S.	Spanish	Full time
Resource Specialist	M.S.	Spanish	Full time

Other Staff Working with Project Students (17)

Title	Degrees	Certification		Language Competencies	Teaching/Communicative Proficiencies(TP/CP)*
Teacher	B.S. 10	Bil. Common Branches	2	Spanish 17	TP 17
Teacher	M.S. 7	Bilingual Spanish	9		
		Provisional Teacher	6		

IMPLEMENTATION AND OUTCOMES (Objectives prefaced by •)

English as a Second Language (E.S.L.)

E.S.L CLASSES

Sites	Level	Periods Weekly	Students Enrolled
P.S. 85	Literacy	5	50
	Beginning	5	78
	Intermediate	5	40
	Advanced	5	20
P.S. 261	Literacy	5	38
	Beginning	5	50
	Intermediate	5	35
	Advanced	5	25

Teachers used a variety of strategies for E.S.L instruction, including a language experience approach which involved learning English by relating personal experiences and a whole language approach which emphasized role playing.

Peer tutoring supplemented regular classroom instruction. Instructional materials used in E.S.L. classes included Sesame Street by Harris Zion, the Red Book Series, Friends Aloft, and Taking Time published by Macmillan.

*Teaching Proficiency (TP): Competent to teach in this language.
Communicative Proficiency (CP): Conversational capability only.

- Sixty-five percent of the LEP students participating in the project will demonstrate increased proficiency in English as measured by the LAB test.

Evaluation Instrument: Language Assessment Battery (LAB)*

Pretest: May 1991; posttest: May 1992.

Number of students for whom pre- and posttest data were reported: 256

Percent of students with pretest/posttest gains: 48.8

Project did not meet E.S.L. objective. The project director planned to institute a system of individual tutoring and inservice training in teaching E.S.L.

Native Language Arts (N.L.A.)

The project director estimated that 30 percent of the students lacked the most basic literacy skills upon entering the project.

N.L.A CLASSES (Spanish)

Site	Level	Periods Weekly	Students Enrolled
P.S 85	Literacy	5	24
	Beginning	5	44
	Intermediate	5	70
	Advanced	5	50
P.S. 261	Literacy	5	19
	Beginning	5	30
	Intermediate	5	40
	Advanced	5	14

All N.L.A. classes used a whole language approach. The textbooks used in these classes included the Mares series published by Houghton Mifflin, Campeones by Barrera Crawford and Lengua Española by Diaz de Villar.

*OREA used a gap reduction design to evaluate the effect of supplementary instruction on project students' performance on the LAB. Since all LEP students in New York City are entitled to such instruction, no valid comparison group exists among these students, and OREA used instead the group on which the LAB was normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.06. It is assumed that the norm group has a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains are attributable to project services.

- Sixty-five percent of the LEP students participating in the project will demonstrate increased proficiency in native language.

Evaluation Indicator: Final course grades.

The project did not provide the data necessary for the evaluation of this objective.

OREA could not evaluate the objective for N.L.A. The project will address the assessment of this objective next year.

Content Area Subjects

The content areas of mathematics, science, and social studies were taught with an E.S.L. methodology and the Cognitive Academic Language Learning Approach (CALLA). Dictionaries, atlases, and newspapers in Spanish and English were used as supplementary instructional material.

Mathematics classes emphasized cooperative learning in problem solving. Students used the texts Mathemátics series published by Addison-Wesley, Mathemátics series published by Houghton Mifflin, and Mathemátics published by Silver Burdett.

Science classrooms used an experiential methodology. In addition to audiovisual materials, science students also used the Enfasis en la Ciencia series published by Macmillan and McGraw Hill.

In social studies classes, students formed debating teams to practice and improve their critical thinking skills. Students used the Estudios Sociales series published by Silver Burdett.

- Sixty-five percent of the students participating in the project will demonstrate increased proficiency in the content areas of mathematics and science as measured by final course grades.

Evaluation Indicator: Final course grades.

The project did not provide the data necessary for the evaluation of this objective.

OREA could not evaluate the objective for content area subjects. The project will address the assessment of this objective next year.

Self-Concept

Project TIP gave students and parents the opportunity to explore the cultural diversity of the ethnic groups represented in the schools. Project staff emphasized the value and importance of students' cultural heritage so as to improve self-esteem and emotional growth.

- Sixty-five percent of the LEP students participating in the project will demonstrate a significant gain in self-concept as measured by a self-concept questionnaire.

The project did not provide the data necessary for the evaluation of this objective.

OREA could not evaluate the self-concept objective. The project will address the assessment of this objective next year.

Attendance

Project staff directed their efforts toward identification of students' social and academic needs and the problems encountered in school/home relationships to maximize school attendance. Project TIP did not propose any objective for this area. However, rates of attendance are presented below for both project and mainstream students at both sites.

ATTENDANCE RATES

School	Project Students	Mainstream Students (1990-91)	Difference
P.S. 85	90.8	87.8	3.0
P.S. 261	85.9	89.7	-3.8

Grade Retention

Two students (0.7 percent) were retained in grade. Project TIP focused on students who were at risk of failing promotional standards and therefore did not have a specific objective for grade retention.

Students with Special Academic Needs

Referral to Special Education. Students who required special services were referred to the bilingual project teacher and the guidance counselor, who, in turn, contacted the School-Based Support Team (S.B.S.T.). The project director reported that although all students who were referred to special education by the S.B.S.T. received bilingual assessment, there was a severe shortage of bilingual evaluators.

Remedial Programs. Two students (0.7 percent) were referred to remedial programs.

Mainstreaming

No students were mainstreamed in this first year of the project.

Staff Development

- Sixty percent of the teachers participating in the project will enroll and obtain credits towards a master's degree in bilingual education/E.S.L. at an institute of higher education as assessed by college transcripts.

The project director reported that teachers were not able to attend graduate school during the 1991-92 school year.

Project did not meet staff development objective. The project director reported that teachers hope to enroll in September 1992.

Parental Involvement

At P.S. 85, Project TIP held eight parent workshops and conferences during the school year. At P.S. 261, it held six parent workshops and conferences. About ten parents participated in the workshops on a regular basis. The workshops dealt with a variety of topics, including curriculum issues, how children learn mathematics, how parents can help their children, multicultural education, and the goals and objectives of Project TIP.

- Sixty-five percent of the parents of LEP students participating in the project will increase skills and knowledge in areas covered in the parent training workshops as measured by a checklist and questionnaire developed by project and district staff.

While 90 percent of the parents responding to the checklist and questionnaire (N = 10) reported a substantial increase in skills and knowledge in areas covered in the parent training workshops, the number of parents participating in project workshops was well under the anticipated 65 percent.

The project did not meet the parent involvement objective.

CASE HISTORY

A.M., a young Mexican student, was at risk of dropping out of school when he enrolled in Project TIP. The middle child in a family of five brothers and sisters, he felt he was not as smart as his siblings. This low self-esteem contributed to his low achievement level. Although it took him longer than other students to complete class assignments, he was, nevertheless, able to complete them in a satisfactory manner. Through personal attention and frequent meetings with the teacher and guidance counselor, A.M.'s grades improved, particularly in science.

APPENDIX A

DATA COLLECTION AND ANALYSIS

COLLECTION

OREA evaluation consultants visit sites and interview key personnel. The project director gathers data and, with the consultant, completes forms (as shown below) as necessary.

Student Data Form

This one-page form is filled out by staff for each participating and mainstreamed student. OREA gathers data from this form on backgrounds, demographics, academic outcomes, attendance, referrals, and exit from the program.

Project Director's Questionnaire

The Project Director's Questionnaire includes questions on staff qualifications, program implementation, periods of instruction, and instructional materials and techniques.

Project Director's Interview

The interview gathers information on program and student or staff characteristics not supplied by the Project Director's Questionnaire. The interview also allows project staff to offer qualitative data or amplify responses to the questionnaire.

Citywide Test Scores

OREA retrieves scores centrally from the Language Assessment Battery (LAB) and other citywide tests. For evaluation purposes, these test scores are reported in Normal Curve Equivalents (N.C.E.s). N.C.E.s are normalized standard scores with a mean of 50 and a standard deviation (s.d.) of 21.06. They constitute an equal-interval scale in which the distance is the same between any two adjacent scores. A gain of 5 N.C.E.s is the same whether it is at the lower or the higher end of the scale. N.C.E.s can be used in arithmetic computations to indicate group progress. (Percentile scales, although more familiar to many, are unsuitable for such computations since they are not equal-interval.)

Likert-Type Surveys

Likert-type surveys, in which respondents mark their opinions on a scale from one to five, are used in a variety of ways. They examine student attitudes (i.e., toward school and career, native language use, and native and mainstream cultures). They also assess staff and parent attitude and reactions to workshops and other activities.

ANALYSIS

Gap Reduction Evaluation Design

OREA uses a gap reduction design for measuring changes in standardized tests. Since no appropriate non-project comparison group is available in New York City, where all students of limited English proficiency (LEP) are entitled to receive supplementary services, OREA compares the progress of participating students with that of the group on which the test was normed. It is assumed that the norm group would show a zero gain in the absence of instruction, and gains made by project students could be

attributed to project services. Scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.06. (See "Citywide Test Scores" above.)

To test whether pre/posttest gains are greater than could be expected by chance alone, OREA uses a *t*-test. To test whether a difference between two proportions (e.g., program and mainstream attendance rates) is greater than could be expected by chance, OREA uses a *z*-test and reports the differences between the two proportions. The level of significance is set at .05 for all tests.

Techniques For Minimizing Error

The evaluation procedures minimize error by providing for proper administration of evaluation instruments through a combination of testing at 12-month intervals, appropriate analysis procedures and reporting.

Instruments of measurement include the LAB (see above), the Degrees of Reading Power (D.R.P.) test, the Metropolitan Achievement Test--Mathematics (MAT-Math), El Examen de Lectura en Español (ELE), Likert-type scales (see above), and project-developed tests. Except for Likert scales and project-developed tests, these instruments are scored on a citywide basis at the Scan Center of the New York City Public Schools.